

ST VINCENT'S CATHOLIC PRIMARY SCHOOL



SAFEGUARDING AND CHILD PROTECTION POLICY

2026-27

Policy Review: September 2026

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Mission Statement

Caritas Christi Urget Nos

The love of Christ urges us to care for each other and strive for excellence in everything we do.

St Vincent's Catholic Primary School

SAFEGUARDING AND CHILD PROTECTION INTRODUCTION AND STATEMENT

Our school adopts a zero-tolerance approach to abuse. All our children have a right to be safe and the health and safety and the well-being of all our children are the most important aspects of school life. In St. Vincent's, our children have the right to protection, regardless of age, gender, race, culture or disability.

Abuse is a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others, e.g. via the internet. Abuse of children and young people may take several forms, which are not mutually exclusive and often overlooked.

Our school is dedicated to safeguarding and promoting the welfare of its children. We foster a culture of safeguarding, which is consistently embedded in everything we do. It is the duty of all members of staff, teaching and non-teaching to play an active role in ensuring the welfare of all children. All members of staff are expected to be aware of and follow the safeguarding procedures. They need to be aware of their duty to report concerns, the guidance for identifying child abuse, and what to do if a child makes an allegation of child abuse and issues about confidentiality.

All staff need to have read and be aware of the DFE documents Keeping Children Safe in Education 2026, which comes into force on 1 September 2026.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

This policy is one of a series in the school's integrated safeguarding portfolio. Our core safeguarding principles are:

The school's responsibility to safeguard and promote the welfare of children is of paramount importance.

Safer children make more successful learners.

Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review. Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review. Opportunities in PSHE curriculum will enable the children to develop the skills they need to recognise and stay safe from abuse.

This Safeguarding and Child Protection Policy has been written in conjunction with

Keeping Children Safe in Education 2026 Document and statutory frameworks.

Safeguarding and promoting the welfare of children

Safeguarding and promoting the welfare of children is defined as;

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, **whether that is within or outside the home, including online.**
- Preventing the impairment of children's mental and physical health or development.
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Definitions

For the purposes of this policy, a child is anyone under the age of 18.

Consent means having the freedom and capacity to choose to engage in sexual activity. Consent can be withdrawn at any time. Children under 13 can never consent to sexual activity; the age of consent is 16.

Sexual violence includes rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent, as defined by the Sexual Offences Act 2003.

Sexual harassment is unwanted conduct of a sexual nature, online or offline, which may violate a pupil's dignity or create an intimidating, hostile, degrading, humiliating or sexualised environment.

Up skirting is the taking of an image under another person's clothing without their knowledge or consent for sexual gratification, or to cause humiliation, distress or alarm. It is a criminal offence.

Making or sharing nudes or semi-nudes includes consensual and non-consensual self-generated intimate images or videos, including content created or manipulated using artificial intelligence, such as deepfakes or deep nudes. Every such incident involving a child requires a safeguarding response.

Misogyny means attitudes or behaviour displaying hatred, prejudice or discrimination towards women and girls. It may contribute to harmful sexual behaviour, coercion, exploitation, online abuse and gender-based harm.

Artificial-intelligence safeguarding risks include harmful or misleading content, inappropriate interaction with AI systems, manipulation, grooming, exploitation, impersonation and AI-generated or altered sexual imagery.

1 Introduction

We recognise our moral and statutory responsibility to safeguard and promote the

welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Local safeguarding arrangements led by the safeguarding partners and should be read in conjunction with the Health and Safety Policy, Behaviour and Relational Policy, Special Education Needs and Inclusion Policy and E-Safety Policy.

At St Vincent's the Safeguarding Team and staff aim to ensure that they establish and maintain an environment where children feel secure so that they:

- Are encouraged to talk and are listened to.
- Know that there are adults in school whom they can approach if they are worried.
- Develop the skills, through the curriculum, they need to recognise in order to stay safe from abuse.

2 Statutory Framework

In order to safeguard and promote the welfare of children, St Vincent's will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- London Safeguarding Children Procedures (latest online version)
- Data Protection Act 2018 and UK GDPR
- The Children Act 1989 and 2004
- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Sexual Offences Act 2003
- Serious Crime Act 2015 (FGM duty)

This policy also has due regard to the following legislation and statutory guidance:

- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010, including the Public Sector Equality Duty
- Anti-social Behaviour, Crime and Policing Act 2014
- Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021

- Marriage and Civil Partnership (Minimum Age) Act 2022
- Data (Use and Access) Act 2025
- Crime and Policing Act 2026
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Statutory framework for the early years foundation stage (current version), including the safeguarding and welfare requirements

Working Together to Safeguard Children (HM Government 2026) requires St Vincent's to follow the procedures for protecting children from abuse in line with government guidance.

- Welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

3 Policy Aims

- To support the child's development in ways that will foster security, confidence and independence.
- To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- To ensure consistent good practice and provide systematic means of monitoring children known or thought to be at risk of harm through structured procedures.
- To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners through good levels of communication across the school.
- To contribute to the school's safeguarding portfolio.
- To continue to promote effective working relationships with other agencies especially Children's Social Services and the Police.

4 Designated Safeguarding Lead

The Designated Safeguarding Lead should take lead responsibility for safeguarding and child protection. The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school; providing as much contextual information as possible as part of the referral process;
- work with external agencies and professionals on matter of safety and safeguarding;

- undertake formal training every two years and receive regular (at least annual) safeguarding updates in line with KCSIE 2026.
- raise awareness of safeguarding and child protection amongst the staff and parents;
- ensure that child protection information is transferred to the pupil's new school.

The Safeguarding Team consists of 5 members who meet regularly to discuss children who have been brought to the attention of the team and meet the threshold for a MASH referral. These children are monitored closely and information is recorded on our CPOMS system and shared when relevant with the appropriate parties.

The DSL (Designated Safeguarding Lead) for Safeguarding and Child Protection is:

Designated Safeguarding Lead in School - Marie Tuohy

The DDSLs (Designated Deputy Safeguarding Leads) for Safeguarding and Child Protection are:

Liz Wolfenden - Level 3 Trained

Kerry Malone - Level 3 Trained

Emma Doherty - Level 3 Trained

Matthew Gibson - Level 3 Trained

Contact details: office@stvincents.barnet.sch.uk

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with agencies in line with Working Together to Safeguard Children. NPCC-When to call the police should help designated safeguarding leads when they should consider calling the police and what to expect when they do.

The nominated Safeguarding & Child Protection Governor is:

Liam Tierney

Contact Details: FAO Liam Tierney office@stvincents.barnet.sch.uk

If the DSL is unavailable, staff must contact a deputy DSL. If no DSL or deputy DSL is available and the concern cannot wait, staff must contact Barnet MASH on 020 8359 4066, the out-of-hours Emergency Duty Team on 020 8359 2000, or the police on 999 where there is immediate danger. The LADO route is used for concerns or allegations about adults working with children.

Additional DSL responsibilities for 2026-27

The DSL and deputy DSLs will ensure that safeguarding arrangements remain child-centred, proactive and responsive to emerging risks.

- Ensure reliable DSL or deputy DSL cover during school hours and appropriate cover for out-of-hours or off-site activities. Staff will always know how to raise a concern when the DSL is unavailable.
- Act as the point of contact with safeguarding partners and lead or support referrals to MASH, Channel, the police, the DBS and other agencies as required.
- Take part in strategy discussions, inter-agency meetings and assessments, and support staff who make referrals.
- Ensure the child's voice, wishes, feelings and lived experience inform safeguarding decisions and are recorded.
- Promote professional curiosity and a culture in which staff confidently challenge decisions and escalate unresolved concerns.
- Keep detailed, accurate and secure records of concerns, professional judgement, decisions, rationale, action, outcomes and whether referrals were or were not made.
- Undertake and regularly review dynamic risk assessments for harmful sexual behaviour, serious violence, weapon-related concerns, threats of serious harm and risks to other pupils.
- Liaise with the SENCO, senior mental-health lead, designated teacher, social workers, Virtual School Head and other professionals so that safeguarding, welfare and educational outcomes are considered together.
- Ensure child-protection files are transferred securely within statutory timescales with confirmation of receipt and a clear structured summary of current concerns, relevant history, risk and ongoing support.

5 Multi-Agency Working

St Vincent's staff are aware that schools have a pivotal role to play in multi-agency safeguarding arrangements. Our Governing Body ensures that the school contributes to multi-agency working, in line with statutory guidance Working Together to Safeguard Children.

Locally, Barnet's safeguarding arrangements bring together the local authority, the relevant NHS integrated care board and the police through the Barnet Safeguarding Children Partnership. The school will follow the Partnership's published arrangements, local threshold guidance and escalation procedures.

St Vincent's School understands the importance of our role in the three safeguarding partner arrangements. The Governing Body and their senior leadership team, especially the designated safeguarding leads, are aware of and follow Barnet local arrangements.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. St Vincent's is committed to working together with any relevant agencies. The relevant agencies are those

organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements.

The three safeguarding partners should make arrangements to allow all schools in the local area to be fully engaged, involved and included in safeguarding arrangements.

Information sharing, escalation and mandatory reporting

Safeguarding relies on timely, transparent and coordinated multi-agency working. The school will actively contribute to inter-agency plans and will use local professional-escalation procedures where disagreement or delay may place a child at risk.

Information sharing will be timely, proportionate and child-centred. Staff understand that failure to share relevant information can itself create a safeguarding risk and that data-protection law does not prevent lawful sharing to protect a child.

Staff and volunteers will be trained on and will comply with the mandatory reporting provisions for child sexual abuse in the Crime and Policing Act 2026 when those provisions are in force. A required report must not be delayed or deterred. The school's operational procedure will be updated in line with statutory and Barnet guidance; existing safeguarding referral duties continue to apply in the meantime.

6 The Governing Body

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children, staff and volunteers in the school community.

The Governing Body ensures that the school has:

- A DSL and DDSL for safeguarding and child protection who are all members of the senior leadership team and who have undertaken training in inter-agency working, in addition to basic child protection training.
- A Safeguarding and Child Protection policy and procedures that are consistent with local requirements, reviewed annually and made available to parents on request.
- An updated Single Central Record which covers all staff, governors, volunteers, 3rd party providers and supply as a live document.
- Updated procedures for dealing with allegations of abuse made against members of staff including allegations made against the head teacher.

- Safer recruitment procedures that include the requirement for appropriate checks.
- A training strategy that ensures all staff, including the head teacher, access safeguarding training and this regularly updated, with all staff receiving at least annual updates and ongoing safeguarding information throughout the year .The DSL and the DDSL should receive refresher training at two yearly intervals.
- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.
- Safe management of allegations.
- School badges for all visitors to the St Vincent's community which are worn throughout all visits to the school.
- A nominated governor to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher.
- A safeguarding audit which is carried out annually by the Safeguarding Team.

An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay. All governors receive safeguarding and child protection training at induction and this is updated regularly.

The Governing Body will also ensure that:

- Safeguarding is embedded across policy and practice and leaders continuously monitor its effectiveness, including learning from incidents and near misses.
- The DSL and deputies' responsibilities are explicit in their job descriptions and deputies are trained to the same standard as the DSL.
- Pupils have accessible, well-promoted systems for reporting concerns and giving feedback, and know that reports will be taken seriously.
- All governors receive safeguarding and child-protection training at induction and regular updates appropriate to their strategic role.
- The school has effective procedures for early help and Family Help, safeguarding children absent from education, mental-health concerns and children at greater risk of harm.
- The designated teacher works with the Virtual School Head to promote the education and safeguarding of looked-after and previously looked-after children.
- Procedures cover allegations and low-level concerns involving staff, supply staff, trainee teachers, volunteers and contractors, including referrals to the

LADO, DBS and Teaching Regulation Agency where required.

- At least one member of every appointment panel has undertaken current safer-recruitment training.
- Online safety, filtering, monitoring, cyber security and the safe use of generative AI are reviewed at least annually through a documented risk assessment.

7 School Procedures & Staff Responsibilities

We will ensure that:

- We have designated members of staff.
- All members of staff develop their understanding of the signs and indicators of abuse, neglect and exploitation. They receive safeguarding and child-protection training at induction, regular updates as required and at least annually; the DSL and deputy DSLs receive formal role training at least every two years and refresh their knowledge and skills at least annually.
- All staff know if they have any concerns about a child's welfare, they should act on them *immediately and record this on CPOMS*.
- All members of staff know how to respond to a pupil who discloses abuse using the appropriate forms.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedure (website/ newsletter, posters).
- All staff, including staff who do not work directly with children, will read and confirm that they understand Part One of Keeping Children Safe in Education 2026 in full. This will form part of induction and will be revisited whenever the statutory guidance is updated.
- All staff will have read this policy and signed to confirm this.
- Our procedures and policies will be regularly reviewed and updated.
- Staff will follow the school's policy and procedures on reasonable force and restrictive interventions. Any use of force will be lawful, reasonable and proportionate, recorded and reviewed, with the pupil's vulnerability and safeguarding needs considered.

All staff will:

- Maintain an attitude that 'it could happen here' and act immediately on concerns.
- Use professional curiosity and recognise that safeguarding incidents may present differently in different pupils.
- Understand that a pupil may not feel ready or know how to disclose abuse, neglect or exploitation, or may not recognise their experience as harmful.
- Listen to and record the child's voice, avoid victim-blaming and reassure pupils that they will be taken seriously, supported and kept safe.

- Understand the difference between universal or community early help, Family Help, safeguarding concerns and allegations that meet the harm threshold.
- Challenge decisions and escalate concerns through the DSL, headteacher, MASH or local professional-escalation procedure when necessary.
- Contact MASH and/or the police without delay where there is a risk of immediate serious harm; call 999 in an emergency.

Keeping Children Safe in Education 2026 states:

*"Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child."*

8 Attendance and School Transfer

Regular school attendance is a fundamental safeguarding priority. The school recognises that poor attendance may be an indicator of risk, including neglect, exploitation, or unmet welfare needs.

The school is committed to:

- Promoting excellent attendance for all pupils
- Identifying and addressing absence at the earliest stage
- Working in partnership with parents/carers and external agencies
- Ensuring that no child's absence goes unexplained

Attendance expectations

The school expects a minimum of 97% attendance.

Pupils with attendance below 90% will be classified as Persistent Absentees (PA) and subject to additional **monitoring and intervention**.

Attendance and punctuality concerns will be considered within safeguarding thresholds, including potential indicators of neglect, exploitation, or abuse.

Monitoring and early intervention

The school adopts a graduated response to attendance concerns:

1. Initial Concern

Attendance falls below expected level

Parent/carer contacted

2. Monitoring Stage

Attendance tracked over a defined period

Support strategies implemented

3. Targeted Intervention

Meetings with parents/carers

Attendance plans to be made with the Mental Health Lead

4. Escalation

Referral to external agencies, including the Local Authority and/or Involvement of Education Welfare services where necessary

Additional considerations

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept and monitored.

If a pupil who is/or has been the subject of a child protection plan leaves the school, the Designated Senior Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school as soon as possible, or within 5 days of an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives

9 Intimate Care Procedures

If a young child needs the assistance of an adult to change their underwear or remove their underclothes due to wetting themselves or to investigate an injury, it must be done in the presence of another adult where possible.

10 Entrance FOBS

Members of staff and some contractors (where appropriate) are permitted to use the entrance fobs for the doors. Under no circumstances are they permitted to give the fobs to anyone else. The school will aim to provide new members of staff with an entrance fob on their first working day.

11 Visitors

Visitors must report to the School Office and sign in using our Visitor management book. All visitors are issued with a Child Protection and Safeguarding guide.

All visitors will be given a St Vincent's Visitor's badge which they must wear on the premises at all times and return to the School Office when signing out of the building.

If the individual is a weekly visitor, they are allowed to carry out their work independently as long as they have provided the office with their cleared DBS and relevant details.

Visitors who do not have appropriate safeguarding checks will be supervised at all times.

Governors follow the same procedure as all visitors when entering the school.

Governors must sign in to our Visitor Management book on arrival; they will be given a Governor badge to wear during their visit before entry. Governors are requested to return their badge to the school office where they will be signed out by a member of the School Office on their departure.

12 Special Educational Needs and Disabilities

Children and young people with disabilities can face additional safeguarding challenges because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and difficulties may arise in overcoming communication barriers.
- At St Vincent's we identify pupils who might need more support to be kept safe or to keep themselves safe by:
 - Creating Behaviour Plans.
 - Pastoral Support and SEND meetings with the Child's parents.
 - A whole school approach and awareness.

13 Mobile Phones

The use of personal devices must comply with the Staff Code of Conduct and Acceptable Use Policy at all times.

There may be occasions where it is appropriate for a staff member to use a mobile phone or similar device, for instance to issue homework, issue rewards and sanctions, receive lockdown notifications or use multi-factor authentication. They may use mobile phones on school premises outside of working hours when no pupils are present. Staff will use their professional judgement in emergency situations. Staff may take mobile phones on trips including the forest, but they must only be used in emergencies and should not be used where possible when pupils are present.

Mobile devices will not be used to take images or videos of pupils or staff in any circumstances.

- The sending of inappropriate messages or images *from mobile devices is strictly prohibited*.
- Staff who do not adhere to this policy will face disciplinary action.
- The school will adhere to the terms of the Online Safety Policy at all times.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy.

- The DPO (Data Protection Officer) will oversee the planning of any events where photographs and videos will be taken.
- Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security concerns, the DSL will determine the steps involved.
- The DSL will, in known cases of a pupil who is an LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil.
- The school will adhere to its Acceptable User Policy at all times.

Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of abuse against Staff Policy.

Children and mobile phones

Children in Year Six and Five (Summer term only) are allowed with their parents permission to bring in a mobile phone to school to support safe travel to and from school. All phones (no smart phones) are turned off, handed into their school teacher at the beginning of the day before registration and are handed back to them at dismissal. Children **will not have access to their phones at any point during the school teaching day.** This creates a mobile phone-free environment for all children free of distraction.

Please see here for [further guidance](#).

14 Dealing with a disclosure

If a child discloses that he or she has been abused in some way, the member of staff/ volunteer should:

- Listen to what is being said without displaying shock or disbelief. Accept what is being said.
-
- Allow the child to talk freely.
- Reassure the child, but not make promises which it might not be possible to keep.
- Not promise confidentiality – it might be necessary to refer to Children's Services: Safeguarding and Specialist Services.
- Reassure him or her that what has happened is not his or her fault. Stress that it was the right thing to tell.
- Listen, only asking questions when necessary to clarify.
- Not criticise the alleged perpetrator.
- Explain to the child what has to be done next and who has to be told. · Make a written record (see Record Keeping).
- Staff must not delay reporting concerns and must always prioritise the safety

and welfare of the child.

- Options for the Safeguarding Team will then include: manage support for the child internally via the school's pastoral support processes. An early help assessment or a referral for statutory service for example as the child might be in need, is in need or suffering or likely to suffer harm.
- Once a decision has been made regarding next steps: families will be informed as the earliest opportunity via a member of staff either through a phone call or in person discussion depending on the timing of the disclosure.

15 Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of this environment.

All staff, but especially the designated safeguarding lead and deputies, will consider whether children are at risk of abuse, neglect or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

This includes extra-familial harm occurring in the community, including risks in public spaces, peer groups, transport hubs, and online environments.

You should now also be alert to any child who:

- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit.
- Has a parent or carer in custody (previously it was 'family member in prison'), or is affected by parental offending
- Is frequently missing/goes missing from education, home or care

16 Diversity

While recognising that no culture endorses extreme harm to a child, it's essential to acknowledge the diversity in child-rearing practices. A comprehensive evaluation should consider cultural perspectives, but it must also strike a balance, avoiding excessive sensitivity to cultural matters that might compromise the primary goal of ensuring the safety and well-being of the child

'Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses...Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.' - ([Victoria Climbié Inquiry Report](#)).

Research also shows that children with special needs are at an increased risk of abuse. There are fewer signs and indicators and more possible explanations. Children with communication difficulties may be especially vulnerable.

Some children and young people may be more vulnerable to abuse due to particular circumstances such as:

- Young women subject to honour-based violence (where, for instance, they have transgressed the expectations of them as young women in their family and community).
- Children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.
- Girls at risk of genital mutilation (usually being taken back to their country of origin for this procedure to be carried out).
- Children being trafficked into other families from abroad.
- Girls and/or boys at risk of being forced into marriage.

17 Support for Staff

Child abuse, neglect and exploitation is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support pupils and their families and staff by:

- Taking all suspicions and disclosures seriously.
- Nominating a link person who will keep all parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest. · Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of helplines, counselling or other avenues of external support.
- Following the procedures laid down in our whistleblowing, complaints and disciplinary procedures.
- Cooperating fully with relevant statutory agencies.

18 Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

All staff at St. Vincent's both teaching and non-teaching, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police)

Data protection legislation does not prevent the sharing of information for safeguarding purposes. Fears about sharing information must not stand in the way of protecting children.

If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

Where an allegation or incident involves sexual abuse or sexual violence, the school will protect the legal anonymity of the victim and carefully control information shared with staff, pupils, parents and the alleged perpetrator, particularly while criminal proceedings are active.

A referral may be made without consent where this is necessary to protect the child or others. The child's wishes will be considered and the reasons for the referral explained. Parents will be consulted unless doing so may place the child or another person at greater risk, prejudice an investigation or conflict with advice from safeguarding partners.

19 Record Keeping and Information Sharing

When a child has made a disclosure, the member of staff/volunteer should:

- Report what has been said on CPOMS.
- Promptly add concerns to the "Cause for Concern" tag on CPOMS.
- When logging a concern, record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Record statements and observations rather than interpretations or assumptions.
- Where applicable, label a diagram on CPOMS to indicate the position of any injuries or describe in detail the location, size and appearance of any injury.
- Once a concern has been added to "Cause for Concern", it should be assigned to the DSL or in their absence one of the Safeguarding team and the case will be allocated accordingly.
- The staff member should also verbally notify the DSL in the event of the unavailability of the internet.
- If there is no availability of the internet, staff must fill out the emergency paper copies located on the S Drive in the safeguarding file or the hard copy in the corridor next to the office. Staff are to immediately bring the hard copy to the DSL or the DDSL if the DSL is not available.
- Where there is a safeguarding concern, information will be shared without consent where necessary to protect a child.

Staff, governors and trustees should use the DfE's data protection guidance for schools:

- Comply with data protection law
- Develop data policies and processes
- Know what staff and pupil data to keep
- Follow good practices for preventing personal data breaches

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

At St Vincent's the Governors are aware of the obligations under the Data Protection Act 2018 and the GDPR places on schools and individuals to process personal information fairly and lawfully and to keep the information we hold safe and secure.

It is important that staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

Further details on information sharing can be found:

- In Chapter one of [Working Together to Safeguard Children](#), which includes a myth- busting guide to information sharing
- At Information Sharing: [Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#). The seven golden rules for sharing information will be especially useful
- At [The Information Commissioner's Office \(ICO\)](#), which includes ICO GDPR FAQs and guidance from the department
- in [Data protection: toolkit for schools](#) - Guidance to support schools with data protection activity, including compliance with the GDPR

Additional recording and referral requirements

- Records must clearly distinguish observed facts, the child's own words, professional opinion and relevant historic information.
- Records must include the child's voice, a clear summary of the concern, follow-up, action, decisions, professional rationale, outcome and whether a referral was or was not made.
- If the local authority has not confirmed the action to be taken within one working day of a referral, the referrer or DSL will follow this up.
- The school will not delay protective action while awaiting further information or the start or outcome of an investigation.
- Where a case does not improve, or the school disagrees with an agency decision, the DSL will seek reconsideration and use Barnet's professional-escalation procedure.
- On transfer, safeguarding information will be sent separately from the main

pupil file, securely and within five days for an in-year transfer or the first five days of a new term. Confirmation of receipt will be obtained.

- The transfer will include a structured summary of current risk, relevant context and ongoing support, with historic information clearly distinguished. Additional information needed to assess risks to others will be shared in advance where appropriate.

20 Safeguarding concerns and allegations against staff, supply staff, trainee teachers, volunteers and contractors

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then they should be referred to the Head teacher immediately.

An allegation is any information which indicates that a member of staff, supply teacher or volunteer may have:

- Behaved in a way that has, or may have harmed a child.
- Possibly committed a criminal offence against/related to a child.
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.
- Behaved or may have behaved in a way that indicates that they may not be suitable to work with children.

This applies to any child the member of staff, supply teacher or volunteer has contact within their personal, professional or community life.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

The Headteacher will contact Barnet's LADO through MASH on 020 8359 4066 for advice and, where the harm threshold may be met, make a referral within one working day.

If the concerns are about the Head teacher, then the Chair of Governors should be contacted in writing via the school office in a sealed envelope marked: For the Chair of Governors, Philippa Weekes stamped CONFIDENTIAL. In the absence of the Chair, the Safeguarding Governor Mr Liam Tierney should be contacted.

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head teacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Lead. If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the

Local Authority Designated Officer (LADO) without delay.

Low Level Concerns

At St Vincent's School we take safeguarding very seriously and include ensuring that adults who work with children do so in a way that is in accordance with the ethos and policies set out by the school, including the Staff Code of Conduct.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for an allegation (see above)

Low-level concerns will be recorded, reviewed for patterns, and retained securely by the Headteacher in accordance with KCSIE 2026.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
- Examples of such behaviour could include, but are not limited to:
 - being over friendly with children
 - having favourites
 - taking photographs of children on their mobile phone
 - engaging with a child on a one-to-one basis in a secluded area or behind a closed door
 - using inappropriate sexualised, intimidating or offensive language.

Actions to be taken include making an immediate written record of the low level concern – including time, date and place where the concern took place, brief details of what happened, what was observed and who was present. This record should be signed, dated and immediately passed on to the Head teacher.

CPOMS and follow-up information will be stored securely within the schools safeguarding systems, with access only by the safeguarding team. This will be stored in accordance with the school's GDPR and data protection policies. The staff member(s) reporting the concern must keep the information confidential and not share the concern with others apart from the Head Teacher or those aware in the Safeguarding team.

Volunteers and Supply Teachers

Where the school is not the employer of an individual, they still have responsibility to ensure allegations are dealt with appropriately and they liaise with the relevant parties. It is essential any allegation of abuse is dealt with very quickly in a fair

and consistent way which protects the child and supports the person who is the subject of the allegation.

Where the allegation is against a supply teacher the school must not cease to use the supply teacher without finding out the facts and liaising with the (LADO) to determine a suitable outcome. The school should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school whilst they carry out their investigation. The Supply Agency should be fully involved and cooperate with the School, the LADO and any other professionals.

St Vincent's will inform the agency of its process for managing allegations and will refer them to this policy and the KCSIE 2026 document.

The school and any third-party employer share responsibility for ensuring that allegations concerning supply staff, trainee teachers and contracted staff are managed properly. The school will not cease using an individual solely to avoid the safeguarding process and will cooperate with the employer, LADO, police and other agencies.

Concerns meeting the harm threshold will be referred to Barnet's LADO through MASH within one working day. Where a person is dismissed, removed from regulated activity, redeployed away from regulated activity or would have been removed had they not resigned, the school will make the required referral to the DBS and, where applicable, the Teaching Regulation Agency.

The school promotes an open culture in which low-level concerns are reported promptly, recorded consistently and reviewed for patterns. Appropriate information will be shared between settings or employers where lawful and necessary to safeguard children.

21 Whistleblowing

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- A criminal offence has been committed, is being committed or is likely to be committed.
- A legal obligation has been breached.
- There has been a miscarriage of justice.
- The health or safety of any individual has been endangered.
- The environment has been damaged.
- Information about any of the above has been concealed.

The [NSPCC's What you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being

handled by their school. Staff can call 0800 028 0285 – line is available from 8am to 8pm Mon to Fri and email help@nspcc.org.uk

22 Safer Recruitment

The school follows Part Three of KCSIE 2026, Barnet's current recruitment guidance and the school's Safer Recruitment Policy. Recruitment processes are designed to deter, reject or identify people who may pose a risk to children.

23 Recruitment and Appointment of Workers and Volunteers

Further details can be referred to in our safer recruitment policy for staff recruitment. In recruiting and appointing workers, we will be responsible for following Barnet HR Service, Recruitment and selection guide for schools. A summary of pertinent points follows:

- We will make sure that we measure the application against the selection criteria
- Applications must include a full chronological employment history. Gaps, inconsistencies, repeated changes of employment and reasons for leaving will be explored and recorded at shortlisting and interview.
- At least two people will undertake the shortlisting exercise, and wherever possible those people will also form part of the interview panel so that concerns are followed through consistently.
- Shortlisted candidates will be asked to complete and sign a self-declaration of any criminal record or other information that may make them unsuitable to work with children. This information will not be requested on the application form to decide who should be shortlisted.
- Criminal-record self-declarations and DBS checks will be handled in accordance with the Rehabilitation of Offenders Act 1974, the Exceptions Order and current Ministry of Justice disclosure guidance. Candidates are not required to disclose information that is protected or filtered from disclosure by law.
- Any information disclosed will be considered confidentially, fairly and on an individual basis, taking account of its relevance to the role and the candidate's explanation. Appointment remains subject to completion of the DBS and other pre-appointment checks required for the role.
- We will ask for photographic evidence to confirm the identity of the applicant e.g. their passport & proof of address.
- We will request to see documentation of any qualifications detailed by the applicant.
- We will always interview our candidates for a job.
- We will have at least two people on the interview panel, at least one of whom has completed current safer-recruitment training covering Part Three of KCSIE 2026.
- We will request two written references from previous employers. We will ask the referee to also comment on their suitability for working with children. If necessary, we will also try to follow up written references with a telephone call.

- The same principles apply to ex-pupils who have been involved with the organisation and have become volunteers.
- The successful applicant must obtain the appropriate enhanced DBS certificate, including children's barred-list information where the role is eligible. The original certificate will be checked before the person takes up post or, where KCSIE permits, as soon as practicable afterwards, and the required details will be recorded on the Single Central Record. The stricter EYFS rule below always applies to Reception and any other EYFS-covered provision.
- St Vincent's will inform shortlisted candidates that the school will consider an online search as part of its due-diligence checks. Any search will be proportionate, relevant to suitability to work with children and handled in accordance with data-protection and recruitment requirements.

Ongoing suitability and referrals

Following appointment, the school will keep the suitability of staff, governors, volunteers and contractors under review. Individuals must disclose relevant changes in circumstances in accordance with the Staff Code of Conduct and safer-recruitment procedures.

The school will make a DBS referral where the statutory conditions are met, including where an individual is removed from regulated activity, redeployed, suspended or would have been removed had they resigned. A Teaching Regulation Agency referral will also be considered where applicable.

24 Single Central Record

The Single Central record must cover all staff who work at the school and those who work in regular contact with children in the school including volunteers, supply, extra-curricular staff, kitchen staff and governors. This is the responsibility of the Office Manager – and Admin Assistant/s and is monitored by the Head teacher and the Safeguarding Governor as part of the annual Safeguarding Monitoring programme.

The information recorded on these individuals is whether the following checks have been carried out or certificates obtained and the date on which the checks were completed: -

- An identity check
- A barred list check
- An enhanced DBS (Disclosure and Barring Services) check
- A prohibition from teaching check
- Further checks on people living or working outside the UK
- A check of professional qualifications
- A check to establish the person's right to work in the UK

Prohibition checks: On appointment, the school will check that a person employed to carry out teaching work is not subject to a prohibition order or interim prohibition order. This is separate from the DBS barred-list check and will be recorded on the Single Central Record.

The Disclosure and Barring Service administers criminal-record and barred-list checks. The level of check obtained will be determined by the role, the nature and frequency of contact with children and the current regulated-activity rules.

- Standard: a check of the Police National Computer (PNC) records of convictions, cautions, reprimands and warnings;
- Enhanced: a check of the PNC records as above, plus other information held by the police that is considered relevant by the police; and
- Enhanced with barred list information: for people working in regulated activity with children. This adds checks of the DBS Children's Barred List to the enhanced check.

Outside provision covered by the EYFS, if the Headteacher permits a person to begin regulated activity before the DBS certificate is available, all other checks - including a separate children's barred-list check - must have been completed, the person must never work alone and they must be appropriately supervised by a suitably cleared member of staff. For Reception and any other provision covered by the EYFS, no member of staff or volunteer may begin working until the school has received their enhanced DBS certificate including children's barred-list information.

A DBS renewal will be undertaken every 5 years unless there has been a change in circumstances.

External Providers will be asked to provide a list of the staff along with their DBS numbers and issue dates. We will request a photo ID for our files. The provider will be asked to confirm via email if all the necessary checks have been carried out before staff are permitted on site.

In Recruiting and Appointing Volunteers, we will be Responsible for the following:

- All long-term volunteers will be asked to provide a brief written application confirming their details, experience, etc. and will be interviewed.
- A risk assessment will be carried out.
- A volunteer whose role involves teaching, training, instructing or supervising children frequently, on more than three days in any 30-day period, or overnight is in regulated activity and will have an enhanced DBS check including children's barred-list information. Other volunteers will be subject to a documented risk assessment and the level of check permitted by law. The former supervision exemption no longer applies.
- The school will reassess any existing volunteer role brought into regulated activity by the change effective from 1 September 2026 and will obtain the necessary children's barred-list information before that regulated activity continues.
- All volunteers should receive an induction and be given clear written guidance on responsibilities, acceptable behaviour and limits to their role.

Schools do not have to keep copies of DBS certificates, to fulfil the duty of maintaining the single central record.

'External Providers will be asked to provide a list of the staff along with their DBS

numbers and issue dates. We will request a photo ID for our files. The provider will be asked to confirm via email if all the necessary checks have been carried out before staff are permitted on site’.

Additional Single Central Record requirements

- The SCR will include agency and third-party supply staff and salaried trainee teachers.
- For agency and third-party staff, the school will record written confirmation that all required checks have been completed and the date the confirmation was received.
- Checks completed for volunteers, and any risk assessment used to decide the appropriate DBS check, will be recorded.
- The school will consider and obtain the permitted DBS check for self-employed workers and contractors where appropriate.
- The SCR will be updated promptly and an individual's entry removed when they no longer work at the school.
- For prospective governors, the school will undertake a Section 128 direction check in accordance with KCSIE 2026. Maintained schools are not required to record this check on the Single Central Record, although the school may choose to do so.

25 Sports clubs and extracurricular activities

Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils. They understand how to respond to child-protection concerns and how to make a referral to Barnet MASH or the police where necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

Single-sex sport and pupil safety

The school may organise sport on a single-sex basis where the physical differences between boys and girls could affect fairness or safety. Requests concerning participation by a pupil questioning their gender will be considered sensitively and case by case, with regard to the pupil's welfare, safety, fairness and current DfE guidance. For some activities, safety considerations may mean that no exception

can be made to participation by biological sex.

25 (i) Organisations or Individuals using school premises

Where school premises are hired or used by another organisation or individual, the Governing Body will seek assurance that appropriate safeguarding and child-protection policies, safer-recruitment arrangements and reporting procedures are in place, inspecting these where necessary. Safeguarding requirements and liaison arrangements will be written into every lease, hire or transfer-of-control agreement. Failure to comply may lead to termination of the agreement. Concerns or allegations will be referred through the appropriate school, MASH, police or LADO route.

26 Extended School and Off-Site Arrangements

- We will aim to protect children from abuse and our team members from false allegations by adopting the following guidelines in line with the school's Safer Working Practices Policy and Code of Conduct:
- We will keep a register of all children attending our activities.
- We will keep a register of all staff / outside providers (both paid staff members and volunteers).
- Registers will include arrival and departure times.
- Staff will record any safeguarding concerns on CPOMS or on 'Logging Concern' form.
- Written consent from a parent or guardian will be obtained for every child attending our activities.
- Where possible staff / outside providers should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful.
- Staff / outside providers should not be alone in a closed room with a child.
- Staff / outside providers may escort children to the toilet but they should not go into the toilets. They are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian, and a procedure for this has been agreed.
- Physical contact should be avoided unless required for the child's safety and wellbeing or the safety and wellbeing of others. However, our team members will be discouraged from this in circumstances where an adult or child are left alone.
- All team members should treat all children with dignity and respect in both attitude, language and actions.

Work experience and homestay arrangements

Where the school hosts a work-experience placement or participates in a homestay or exchange arrangement, the DSL will ensure that all applicable KCSIE 2026 safeguarding checks, risk assessments, host suitability checks and emergency-contact arrangements are completed before the placement or visit begins.

27 Children potentially at greater risk of harm. Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning and mental health.

Where a child has a social worker, St Vincent's will be extremely vigilant and prompt when making decisions about safeguarding; for example, acting upon lateness, unauthorised absences or missing in education. We will also ensure there are provisions for pastoral and academic support alongside any statutory services.

If a child is a 'Child in Need' or has a Child Protection Plan, the DSL or DDSL will attend all conferences to share any relevant information.

The safeguarding team is responsible for ensuring that the school participates appropriately in any Child Protection Plan.

Information will be shared with staff on a need-to-know basis but key personnel working with a child will have sufficient information to support them in their work with the child.

When to be concerned

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – ***see Appendix 1 for details.***

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s, carers, family members or others outside of the home.
- Act in a way that is inappropriate to her/his age and development (full

account needs to be taken of different patterns of development and different ethnic groups).

All staff and volunteers should be alert to any child who:

- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- Has a parent or carer in custody (previously it was 'family member in prison'), or is affected by parental offending
- Is frequently missing/goes missing from education, home or care

Looked-after and previously looked-after children

The DSL will hold the details of each looked-after child's social worker and Virtual School Head. Appropriate staff will understand the child's legal status, contact arrangements, care arrangements and delegated authority. The designated teacher will promote educational achievement and work with the Virtual School Head. Previously looked-after children will receive appropriate safeguarding and educational support.

Where appropriate, the designated teacher and DSL will work with the Virtual School Head to improve attendance, engagement, safeguarding and educational outcomes, including for children with a social worker where the Virtual School Head is providing strategic advice.

Elective home education

Where a parent indicates an intention to remove a pupil for elective home education, the school will notify and work with the local authority. Where possible, the school, LA and relevant professionals will meet the parent before the final decision, particularly where the child has SEND, is vulnerable or has a social worker.

Pupils with SEND or medical conditions

Staff will not assume that changes in behaviour, mood, communication or injury are explained by SEND or a medical condition. The DSL will liaise with the SENCO and relevant health professionals, and with parents where safe and appropriate, so that barriers to disclosure and additional online or offline risks are addressed.

A medical incident, or a concern about medical attendance or treatment, does not automatically require a safeguarding referral. Staff must nevertheless consider a referral where the circumstances indicate an increased risk of abuse, neglect or exploitation, including where essential medication or relevant medical information may be being withheld.

LGB pupils and pupils questioning their gender

Being LGB or questioning gender is not itself an inherent safeguarding risk; however, these pupils may be targeted online or offline and may face additional barriers to seeking help. The school will provide access to a trusted adult, remain

professionally curious about the child's wider experiences and challenge discriminatory bullying promptly.

Requests for support with social transition

The school will not initiate action regarding social transition. Staff will not make changes intended to facilitate a pupil presenting as the opposite biological sex unless the pupil or their parent or carer has requested support and a formal school decision has been made. Parents or carers will be involved as a matter of priority unless the DSL determines that doing so would place the child at greater risk.

The decision-making process will be documented. It will consider the welfare and best interests of the child and other children, safeguarding duties, the Equality Act 2010 and Human Rights Act 1998, any relevant clinical evidence or advice, and appropriate non-clinical professional advice. The DSL and SENCO will be involved where relevant, including consideration of wider health needs or neurodiversity.

As a primary school, St Vincent's will exercise particular caution. Support for full social transition will be agreed only very rarely, with options kept open and flexible. School staff will not attempt to provide clinical advice for which they are not qualified.

Every decision will record the request, information considered, advice received, the decision and rationale, agreed arrangements, review date and people who need to know. Decisions will be reviewed when circumstances change. The school's records will accurately record the child's biological sex, and relevant staff will be made aware where this is necessary to fulfil safeguarding duties.

The DSL will be involved where a child may be living in stealth or wishes to reverse a previously agreed arrangement. The school will continue to prevent bullying, offer appropriate individual support and apply the sex-based requirements for toilets, changing, residential arrangements and sport set out below.

From age eight, toilets designated for one sex will be used only by pupils of that biological sex, except for lockable single-user facilities intended for use by one pupil at a time. Individual alternative arrangements may be provided where needed, without compromising single-sex provision.

From age 11, separate changing accommodation will be provided for boys and girls. Pupils will not use changing rooms or showers designated for the opposite biological sex, including where a pupil is socially transitioning. Suitable individual alternatives will be offered where appropriate.

Residential and overnight arrangements will preserve separate sleeping, changing and washing provision by biological sex. Any individual alternative arrangement will protect privacy, dignity and safety and will be recorded, communicated to relevant staff and kept under review.

Intersectionality, young carers and family circumstances

Staff will consider how SEND, race, sex, identity, socioeconomic circumstances, caring responsibilities, kinship care, parental offending, parental mental ill health, substance misuse and other overlapping factors may increase vulnerability or affect how abuse is recognised and reported. Young carers and pupils with relevant

health conditions will be considered for early help or Family Help.

28 Children Requiring Mental Health Support

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

At St Vincent's all staff are aware of their responsibilities for identifying children who may have possible mental health problems. They have been provided with the link to the document Mental Health and "Behaviour in Schools Guidance" to support them in identifying children with these needs. All concerns must be reported via CPOMS or the Logging a Concern form. The Safeguarding Team and the Senior Mental Health Lead will ensure there is support in place in school and make any necessary referrals to outside agencies.

Only appropriately trained professionals are able to make a diagnosis of a mental health problem. Staff, however, are in a position to observe children and identify any unusual behaviours and report it to the safeguarding team.

Where a pupil appears to be at immediate risk of harm because of a mental-health crisis, staff will call 999 or support urgent access to medical help. Immediate safety will take priority and the concern will be reported to the DSL without delay.

Where a child needs urgent mental-health help but the situation is not an emergency, staff may use NHS 111 online or call 111 and select the mental-health option. The DSL and Senior Mental Health Lead will be informed and ordinary safeguarding procedures will continue to apply.

29 Online Safety

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. St Vincent's will maintain appropriate filtering and monitoring systems for school and home online learning and will meet the current DfE Filtering and Monitoring Standards.

Filtering and monitoring

All staff will receive at least annual training on the expectations, applicable roles and responsibilities for filtering and monitoring. The Governing Body will ensure that an SLT member is identified as responsible for filtering and monitoring, supported by the DSL and the school's IT support.

A recorded review of the effectiveness of filtering and monitoring will be completed at least once every academic year by the responsible SLT member, with support from the DSL and IT support. It will check that filtering works appropriately on every internet-connected device in every relevant school location, confirm that leaders and relevant staff understand the arrangements and record any required action. The existing termly safeguarding audit of alerts, trends and responses will continue.

Use of AI (Artificial intelligence)

All staff will have an understanding of the potential impact of AI technologies on children. Following guidance outlined in Keeping Children Safe in Education 2026, staff will be aware of how to utilise AI in a safe and appropriate manner for all children. Children will be made aware of the use of AI but will also highlight any age restrictions that are in place with AI software.

Risks associated with AI include:

- Exposure to inappropriate content
- Grooming and exploitation
- Deepfake or manipulated content
- Misinformation

Staff will monitor and respond to concerns in line with safeguarding procedures.

Additional online-safety and AI safeguards

Online-safety risk assessment will consider content, contact, conduct and commerce risks, including interaction with generative AI systems. Staff and pupils will be taught to recognise manipulation, grooming, exploitation, misinformation, extremist content, misogynistic influencers and AI-generated or altered content.

All incidents involving the making or sharing of nudes or semi-nudes, whether consensual or non-consensual and including AI-generated deepfakes or deep nudes, will be treated as safeguarding concerns. The DSL will follow current UKCIS and KCSIE guidance, assess coercion, exploitation, age, development and vulnerability, and avoid unnecessarily criminalising children.

The school will teach pupils to critically evaluate online content and will use DfE guidance when generative AI is used by staff or pupils. Filtering and monitoring arrangements will apply to generative-AI use.

Parents will be informed about the school's filtering and monitoring systems, what pupils are asked to do online for school and where they can obtain support. The school's online-safety approach will be reviewed at least annually through a documented risk assessment; the existing termly filtering and monitoring audit will continue.

Information security and access management

The Governing Body will protect children's personal information and ensure that appropriate cyber-security and access-management systems are in place as part of the school's wider safeguarding responsibilities. Arrangements will be reviewed against the current DfE Cyber security standards for schools and colleges, with action taken to reduce disruption, prevent data breaches and mitigate safeguarding risks.

Cybercrime

Cybercrime is a criminal activity committed using computers and/or the internet.

It is broadly categorised as either 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include:

- Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- Denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- Making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

If a member of staff suspects that a member of the school community is involved in cybercrime, they will report it to the DSL. The DSL will consider advice or referral to Barnet MASH, the police or the National Cyber Security Centre, as appropriate.

30 Child Criminal Exploitation (CCE)

Child criminal exploitation is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity and may involve an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator'.

- Specific forms of CCE can include:
- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE and act accordingly when a risk or suspected case is identified by reporting directly to the DSL and following our schools' reporting procedures.

Modern Slavery

Modern Slavery and the National Referral Mechanism Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

The National Referral Mechanism (NRM) is a framework for identifying victims of human trafficking or modern slavery and ensuring they receive appropriate support. An NRM referral should always be considered if there are concerns that a child or young adult is being criminally or sexually exploited.

CCE may be committed or facilitated by an organised network or gang and may constitute modern slavery. It can include cuckooing, financial exploitation and causing a child to conceal items internally for a criminal purpose.

Children coerced into offending remain victims and may themselves be vulnerable even where activity appears consensual or they identify with the exploiting group. The DSL will consider referral to MASH, the police and the National Referral Mechanism.

31 Child sexual exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity which may involve an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator'. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Sexual exploitation typically involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a very serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;

- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to MASH. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

32 Signs and Symptoms of Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Staff with teaching responsibilities have a specific legal duty to act with regards to concerns about female genital mutilation but all staff should speak to the DSL where there are concerns. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care.

33 Honour-Based Abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of "preserving" honour often involves a wider network of family or community and can include multiple perpetrators. It is important for staff to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. Any form of so-called HBA is abuse regardless of the motivation and should be handled and escalated as such. It is important to be vigilant especially during times leading up to holidays. Where staff are concerned that a child might be at risk of HBV, they must report their concerns to the Designated Safeguarding Lead as a matter of urgency.

34 Children Missing From Education

St Vincent's school acknowledge and understand that being absent, as well as unexplainable and/or persistent absences from education can be warning sign of a range of safeguarding concerns, including neglect, sexual abuse, sexual exploitation or child criminal exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay. In response to the guidance in Keeping Children Safe in Education 2026 the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions and/or for prolonged periods).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - leave school to be home educated
 - move away from the school's location
 - remain medically unfit beyond compulsory school age
 - are in custody for four months or more (and will not return to school afterwards); or
 - are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority. The school will work with the local authority regarding children missing education, including referral processes and information sharing. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

35 Preventing Radicalisation. Counter terrorism and Security.

PREVENT Duty

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of St Vincent's safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from being susceptible to radicalisation into terrorism and intervene to prevent those at risk of radicalisation. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

St Vincent's Designated Safeguarding Lead and the Deputies are aware of local procedures for making a Prevent referral.

As part of the Counter Terrorism and Security Act 2015, schools have "due regard" to 'prevent people from becoming terrorists or supporting terrorism'. This has become known as the Prevent Duty.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The DSL and deputy DSLs maintain Prevent awareness through role-specific training and at least annual updates. All staff receive role-appropriate Prevent training at induction and regular safeguarding updates thereafter; staff know how to raise concerns and make a Prevent referral through the DSL.

Where the DSL makes or supports a referral for Channel consideration, relevant information will be shared with the police in accordance with the Prevent Duty, local procedures, data-protection law and the child's safeguarding needs.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. Our whole school approach prepares our pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment...These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes.
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

36 Child-on-child abuse, including harassment, violence and sharing nudes or semi-nudes

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures

where necessary. However, staff recognise that children can abuse their peers and should be clear about the school's policy and procedures regarding peer on peer abuse. Abuse will never be tolerated or dismissed as 'banter' or 'part of growing up'. Staff are aware that technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse (as well as face to face) and are aware that children can abuse their peers online. All staff have a duty of care and should be prepared to respond to any disclosures a pupil could willingly or hesitantly come forward to make.

Child on child abuse can take many forms, including:

- physical abuse such as biting, hitting, kicking or hair pulling
- Up skirting – taking a picture under a person's clothing without their permission.
- sexually harmful behaviour/sexual abuse such as inappropriate sexual language, touching, sexual assault or rape
- Sharing nudes and semi-nudes / youth-produced sexual imagery
- teenage relationship abuse - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- initiation/hazing - used to induct newcomers into an organisation such as sports teams or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them.
- prejudiced behaviour - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

All reports of child-on-child abuse will be passed to the DSL immediately and responded to in line with Part Five of KCSIE 2026. The school will not investigate in a way that could prejudice a police or children's social-care enquiry. Victims, alleged perpetrators and any other affected pupils will receive proportionate safeguarding, pastoral and educational support.

Sharing nudes and semi-nudes

Any incident involving the making or sharing of nudes or semi-nudes, including AI-generated or manipulated imagery, must be reported immediately to the DSL or a deputy DSL and handled under the current UKCIS guidance.

Staff must not view, copy, print, share, store, save or delete the imagery, and must not ask a child to share, download or delete it. If imagery is viewed accidentally, this must be reported to the DSL immediately and must not be forwarded.

Only the DSL or a deputy DSL should consider viewing imagery, and only in exceptional circumstances where this is necessary to make a safeguarding

decision. The decision, rationale, who was present, action taken and outcome will be recorded. The DSL will follow the current UKCIS guidance on referral, parental involvement, reporting to the police and securing evidence.

Harmful sexual behaviour and response procedure

The school recognises that harmful sexual behaviour exists on a continuum and may escalate from inappropriate behaviour to sexual harassment or sexual violence. Every report will be taken seriously, recorded and assessed; the absence of reports will not be taken to mean that abuse is not occurring.

- Reassure the victim, listen without blame and ensure that they feel safe in school.
- Consider the context, age, development, power imbalance, coercion, exploitation, disability, gender-based harm, misogyny, online elements and risk to other pupils.
- Complete a dynamic risk and needs assessment and review it whenever circumstances change.
- Consider immediate referral to MASH and/or police and obtain specialist advice where required.
- Put in place appropriate educational, pastoral and mental-health support for the victim, alleged perpetrator and other affected children.
- Apply the Behaviour Policy proportionately without allowing disciplinary action to replace safeguarding action.
- Treat AI-generated sexualised content, threats involving weapons, harassment linked to online cultures and all making or sharing of nudes or semi-nudes as safeguarding concerns.

How pupils can report

Pupils may report a concern to any trusted member of staff, including their class teacher, the DSL or a deputy DSL. They may ask a parent, carer or friend to help them speak to an adult, or provide the information in writing. These routes and the way reports will be handled will be explained through the curriculum and displayed in child-friendly form.

[REVIEW: add any additional school-specific reporting route used at St Vincent's, such as a worry box or online reporting form.]

37 Domestic Abuse

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Domestic abuse can be psychological, physical, sexual, financial or emotional and

can include stalking. Children can be victims of domestic abuse. They may see, hear or experience its effects at home and/or suffer abuse, including stalking, in their own intimate relationships. This can have a detrimental and long-term impact on their health, wellbeing, development and ability to learn.

Staff must upload any concerns immediately onto CPOMS when they have any suspicions of a child who may be witnessing or experiencing domestic abuse.

Operation Encompass

The school is a part of 'Operation Encompass' which is a national partnership between the Police and Schools that provides a 'designated adult' within the school with a notification from the police of a child who is experiencing domestic abuse. These notifications are treated with strict confidentiality and tailored pastoral support will be given to the child/ren impacted.

The school recognises the statutory police notification arrangements supporting Operation Encompass. Notifications will be received through a secure route, overseen by the DSL or nominated Key Adult, stored confidentially and used to provide timely support. Operation Encompass does not replace ordinary safeguarding referrals.

Domestic abuse may be perpetrated by a child against a parent or caregiver. Staff will treat child-to-parent or caregiver abuse as a safeguarding concern and consider the needs and safety of every child and adult affected.

38 Private Fostering Arrangement

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement.

Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school.

However, it should be clear to the school that has parental responsibility. School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

39 Forced Marriage

A “forced marriage” is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

As part of HBV, staff will be alert to the signs of forced marriage including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem.
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.
- Regularly being absent from school.
- Displaying a decline in punctuality.
- An obvious family history of older siblings leaving education early and marrying early.

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL or any member of the Safeguarding Team and local safeguarding procedures will be followed – this could include referral to MASH, the police or the Forced Marriage Unit.

The school will follow the current [statutory multi-agency guidance on forced marriage](#) and seek advice from the Forced Marriage Unit where appropriate.

40 County Lines Criminal Activity and Serious Violent Crime

County lines criminal activity refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. In some cases, children are known to be exposed to techniques such as plugging where drugs are concealed internally to avoid detection.

All staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime. This may be trafficking for the purpose of transporting drugs. Indicators are:

- Unexplained gifts/new possessions - these can indicate children have been

approached by/involved with individuals associated with criminal networks/gangs.

- Increased absence from school.
- Change in friendship/relationships with others/groups.
- Significant decline in performance.
- Signs of self-harm/significant change in wellbeing.
- Signs of assault/unexplained injuries.
- Risks relating to serious youth violence and knife crime.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL or any member of the Safeguarding Team.

The Safeguarding Team will consider referral to the National Referral Mechanism on a case-by-case basis.

Indicators that a pupil may be involved in county lines activity include the following:

- Persistently going missing or being found out of their usual area.
- Unexplained acquisition of money, clothes or mobile phones.
- Excessive receipt of texts or phone calls.
- Relationships with controlling or older individuals or groups.
- Leaving home without explanation.
- Evidence of physical injury or assault that cannot be explained.
- Carrying weapons.
- Sudden decline in school results.
- Becoming isolated from peers or social networks.
- Self-harm or significant changes in mental state.
- Parental reports of concern.

All staff have a requirement to look out for the indicators which may show that children are at risk from or involved with serious violent crime. Schools have a duty and responsibility to protect their pupils. Schools to focus on children being pulled into criminal networks and gangs. Specific details of this can be found in the Keeping Children Safe in Education 2026 document.

Any concern that a pupil is carrying or has access to a weapon, has threatened serious harm or has expressed an intention to seriously harm another person will be reported to the DSL immediately. The DSL will complete a dynamic risk assessment, protect those at risk and contact police, MASH or emergency services without delay where required.

41 Pupils with Family Members in Prison and other vulnerabilities

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of [‘Are you a young person with a family member in prison’](#) from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

Additional vulnerable groups include:

- Children in kinship care
- Children electively home educated
- Children with parents with mental health or substance misuse issues

42 Pupils Required to give Evidence in Court and Police Investigations.

Children may be called upon to provide testimony in criminal courts, either regarding crimes perpetrated against them or crimes they've witnessed. The guidance for young people from the Children and Family Court Advisory Support Service ([Cafcass](#)) comprehensively outlines each stage of the process, available support, and special measures. This includes helpful diagrams depicting courtroom structures and explanations of the use of video links. St Vincent's will also offer appropriate pastoral support.

Navigating child arrangements through family courts after a separation can be a source of stress and can deepen conflicts within families, affecting children negatively. Recognising this, the Ministry of Justice has introduced an [online child arrangements information tool](#), offering clear and concise information about dispute resolution services. This tool may prove beneficial for some parents and caregivers.

When a pupil is part of a police investigation or enquiries under section 47 of the Children Act 1989, the DSL will ensure the child has an appropriate adult present to advise and assist the child. Further information can be found in the statutory guidance - [PACE Code C 2019](#)

43 Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. There may also be community safety incidents within the vicinity of the school which can raise concerns amongst children and parents. Opportunities for students to develop their confidence and abilities around keeping themselves safe are embedded into the school curriculum.

44 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead and deputies should be aware of details and referral routes to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. This does not replace a referral into children's social care where a child has been harmed or is at risk of harm.

The school may receive a notification from the local housing authority when a child is placed in temporary accommodation and the required consent has been given.

The DSL will use the notification to offer prompt safeguarding and welfare support and will liaise with housing services as appropriate. A housing notification does not replace the school's ordinary safeguarding duties or a referral to children's social care where a child has been harmed or is at risk of harm.

45 Alternative Provision

In a case that the school places a pupil in an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil.

Before placing a pupil with an Alternative Provision provider, the school will complete its own due diligence, be satisfied that the placement meets the pupil's individual needs and obtain written confirmation that appropriate safeguarding checks have been completed on people working at the provision. The provider must also confirm that it will notify the school of any change that may place the child at risk, including relevant staffing changes.

The school will always know where the pupil is based during school hours and will keep an up-to-date record of the provider's address and every subcontracted provision or satellite site the pupil may attend.

The placement will be reviewed at least half-termly. Reviews will provide assurance that the pupil is attending regularly, remains safe and that the placement continues to meet their needs. Attendance, welfare, progress, the child's voice and information from the provider will inform each review.

Any safeguarding concern about an Alternative Provision placement will trigger an immediate review. The placement will be terminated where necessary unless and until the concern has been satisfactorily addressed.

46 Early Help and thresholds

The school follows local safeguarding thresholds:

- Early Help – for emerging needs
- Child in Need (Section 17)
- Child Protection (Section 47)

The DSL will determine the appropriate level of intervention and make referrals to MASH where necessary.

Early Help assessments will be used to support children and families before issues escalate.

Universal and community-based early help

Early help means providing support as soon as a problem emerges. This may be

provided through universal services, school or community-based early help. Staff will identify emerging needs through daily contact with pupils and will work with children and families to prevent concerns escalating.

Targeted Family Help

Where needs require coordinated multi-agency support, the DSL will consider referral to the targeted early-help level of Family Help and will follow Barnet's local assessment protocol. Family Help may bring together targeted early help and section 17 support through a coordinated plan and consistent practitioner relationships.

Early-help and Family Help assessments will clearly record the child's voice, wishes and feelings and show how these influenced planning and decisions. Parents and carers will be involved unless doing so may place a child at risk.

Staff may support or, where appropriate, lead an inter-agency assessment. Cases will be kept under regular review. Where support is not improving the child's situation, needs increase or there is risk of harm, the DSL will refer to MASH for statutory assessment and will not delay action.

Particular consideration will be given to pupils with SEND or medical needs, mental ill health, caring responsibilities, repeated classroom removal, multiple suspensions, part-time timetables, risk of exclusion, alternative provision, persistent absence, online harm, exploitation, parental offending, domestic abuse, substance misuse or other complex family circumstances.

Monitoring and Evaluation of this policy

The Curriculum Committee will, in consultation with the Headteacher, DSL and Safeguarding Team, monitor and evaluate implementation. The policy will be reviewed at least annually and sooner where legislation, statutory guidance, local arrangements, safeguarding incidents, near misses or lessons learned require change. Amendments will be communicated to all staff.

Member of staff with Lead Responsibility for this policy:	Marie Tuohy and Safeguarding Team
Date for Review:	September 2027

APPENDIX 1

INDICATORS OF HARM

PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. FGM is a form of physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

In relation to Female Genital Mutilation (FGM)

Female genital mutilation comprises all procedures involving partial or total removal of the external female genitalia or any other injury to the female organs for non-medical reasons.

The term female genital circumcision or cutting are not appropriate terms. The most widely used label is Sunnah.

There are four types of FGM. They increase in severity with each level. There are many side effects and complications both short and long term.

FGM is practiced across all social classes and many different religions. 30 Million girls worldwide are at risk of FGM, from a few days old to just before marriage.

Reasons for FGM:

- Culture and Tradition: “everyone does it, why wouldn’t I?” · Religion: seen as a religious obligation
- Purity, chastity & marriage: families ensure daughters remain chaste · Honour: duty of women for family honour.
- Aesthetics, hygiene, health: normal vulva considered unclean · Gender identity: what is expected of a ‘good woman’

24,000 girls are at risk in the UK. FGM is illegal in the UK. It is everyone’s responsibility to look out for signs of FGM.

Signs include:

- Taking a long time in the toilet, it can take up to 15 minutes to urinate.
- Children requesting to be excused from PE/swimming
- Chronic period pain

Physical Abuse Indicators in the child

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechial haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent.
- There are associated old fractures.
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.
- Rib fractures are caused in major trauma such as in a road traffic accident, a severe shaking injury, a fall or a direct injury such as a kick.
- Skull fractures are uncommon in ordinary falls, i.e. from three feet or less.
- The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours.
- All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits.
- Attendance at various hospitals, in different geographical areas.
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions.
- The child develops abnormal attitudes to their own health.
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause.
- Speech, language or motor developmental delays.
- Dislikes of close physical contact.
- Attachment disorders.
- Low self-esteem.
- Poor quality or no relationships with peers because social interactions are restricted.
- Poor attendance at school and under-achievement.
- Bite Marks
- Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more diffused ring bruise or oval or crescent shape. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out there will be splash marks

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

- Emotional/behavioural presentation
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury Several different explanations provided for an injury.

Indicators in the parent

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment Reluctant to give information or mention previous injuries.
- Absent without good reason when their child is presented for treatment Disinterested or undisturbed by accident or injury.
- Aggressive towards child or others.
- Unauthorised attempts to administer medication.
- Tries to draw the child into their own illness.
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault.
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids.
- Observed to be intensely involved with their children, never taking a much-needed break nor allowing anyone else to undertake their child's care.
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child.
- Wider parenting difficulties may (or may not) be associated with this form of abuse.
- Parent/carer has convictions for violent crimes.

Indicators in the family/environment

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgeries in parents and/or siblings of the family

- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional

development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them, making fun of how they communicate, or subjecting them to persistent criticism, belittling or name-calling.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

In Relation to Child Exploitation & Child Trafficking

"If you see something, say something". We are all collectively responsible for Child Protection, not just the designated leads in school. Grooming and trafficking does not only mean moving from city to city or city to country but can be from one area to another. Where a child is taken away from their home area and moved elsewhere for the purposes of abuse or exploitation is trafficking.

Some perpetrators can spend up to a year grooming a young person, this means that they are emotionally attached to the abuser and may fail to see or recognise what is happening to them.

The majority of children are now contacted via SOCIAL MEDIA. It is really important to realise that this is not a virtual world to many children, but actually it is their reality. Children who are at home gaming whilst their parents are out at work or busy elsewhere in the home can be at risk, there should always be adult supervision.

Child exploitation is all about power and balance. The person that holds the power can often get children or young people to do what they want.

We need to be aware of the harm caused by making or sharing nudes and semi-nudes; this is not a secondary issue. Pupils involved may be increasingly

young, and staff should remain alert to associated self-harm, blackmail, coercion, exploitation and depression.

Boys are especially vulnerable; they can often get themselves into difficult situations.

Witchcraft is another form of control and power and young people can be led to believe that bad luck will be brought upon their families.

Young people will normally only tell if they have been asked. Communities need to get involved, many boxing and football clubs are working with the National Working Party to raise awareness of child exploitation.

Emotional Abuse Indicators in the child

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Frozen watchfulness, particularly in pre-school
- Children Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self-esteem
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friend
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

Indicators in the parent

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
- Abnormal attachment to child e.g. overly anxious or disinterest in the child Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties may (or may not) be associated with this form of

abuse.

Indicators of in the family/environment

- Lack of support from family or social networks.
- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgeries in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others."

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care givers); or
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect Indicators in the child

- Physical presentation
- Failure to thrive or, in older children, short stature, underweight.
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea
- Unmanaged / untreated health / medical conditions including poor dental

health Frequent accidents or injuries

Development

- General delay, especially speech and language delay
- Inadequate social skills and poor socialisation
- Emotional/behavioural presentation
- Attachment disorders
- Absence of normal social responsiveness indiscriminate behaviour in relationships with adults emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

Indicators in the parent

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs e.g. poor dental health;
- Failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties, may (or may not) be associated with this form of abuse

Indicators in the family/environment

- History of neglect in the family
- Family marginalised or isolated by the community.
- Family has a history of mental health, alcohol or drug misuse or domestic violence. History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating

- Lack of opportunities for child to play and learn

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual Abuse Indicators in the child

- Physical presentation
- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Emotional/behavioural presentation:

- Makes a disclosure.
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm - eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention / concentration (world of their own)
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours e.g. thumb sucking
- Draws sexually explicit pictures

- Depression

Indicators in the parents

- Comments made by the parent/carer about the child.
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender

Indicators in the family/environment

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Family member is a sex offender.

APPENDIX 2

Disqualification by Association

A change in the law means that Disqualification by Association will only apply on domestic premises. However, Disqualification under the Childcare Act 2006, still applies to staff themselves.

Schools must no longer ask about cautions or convictions of someone living or working in their household. Disqualification by Association now only applies in domestic settings, not schools. Disqualification under the Child Care Act still applies to staff themselves who work in child care capacity, whether paid, volunteer or are on work placements.

Relevant staff are those working in child care, or in a management role because they are: working with reception age children at any time; or working with children older than reception until age eight, outside school hours.

In compliance with the 2018 regulations, schools are relieved of the obligation to determine the disqualification status of staff members engaged in or employed for childcare in a school setting. Regulation 9 is not applicable to staff within a relevant school context. Disqualification by association pertains exclusively to childcare provided in domestic settings, such as home-based childminding, or under registration on domestic premises. This includes scenarios where an assistant works on non-domestic premises up to 50% of the time under a domestic registration. Consequently, schools are not permitted to inquire about cautions or convictions of individuals residing or working in their staff members' households. It is advised that schools review their staffing policies and safer recruitment

procedures to align with these regulations.

St Vincent's will adhere to the safer recruitment procedures outlined in part 3 of KCSIE. This policy outlines the expectations for staff regarding their relationships and associations, both within and outside the workplace, including online interactions, with potential implications for child safeguarding in school.

To further support these objectives, we should utilise opportunities, such as performance management or other staff discussions, to foster a culture where staff members feel at ease discussing external matters when appropriate. These discussions contribute to safeguarding employee welfare and fulfil the duty of care towards staff. This approach can assist us in identifying the need for support arrangements for staff. Moreover, these discussions aid in managing children's safety, providing valuable information to consider and implement measures ensuring the safeguarding of children, such as restricting access to the school premises in cases where potential risks have been identified.

As a means of making staff aware of their duty to provide such information we will make staff aware of the changes made in the appendix of this Safeguarding Policy. The Office Manager will record the date all staff are informed.

The Office Manager will review any historic data collected and destroy any information which is no longer required. They will also identify and record which staff are covered by Disqualification under the Childcare Act 2006 (including volunteers and people on work placements). The Head teacher will ask relevant staff to self-declare that they are not disqualified under the Childcare Act 2006. The head teacher will also remind staff about the expectation to inform the school where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of children in the school. Staff will be asked at the annual Safeguarding training to inform the school if the circumstances change. These self-declarations will be kept on the Single Central Register.

Further government guidance can be found [here](#).

APPENDIX 3

SAFEGUARDING TRAINING CRITERIA

DSL and deputy DSLs

- Complete role-specific safeguarding training at least every two years, including multi-agency working, Family Help, statutory intervention, specific harms, online safety, information sharing, educational outcomes and supporting staff through referrals.
- Refresh knowledge and skills throughout the year and at least annually, including Prevent awareness and local Barnet procedures.

All staff and volunteers

- Receive proportionate safeguarding and child-protection induction before or as soon as they begin work, including the policy, Staff Code of Conduct, Behaviour Policy, child-on-child abuse, children absent from education, online safety, filtering and monitoring, reporting routes and the identity of the DSL team.
- Read and confirm understanding of Part One of KCSIE 2026 in full. The DfE Part One overview may be used as a complementary quick reference but does not replace Part One. Volunteers receive the information and training appropriate to their role.
- Receive regular safeguarding updates and refresher training at least annually, including whistleblowing, Prevent, professional curiosity, the child's voice, AI and online harms, harmful sexual behaviour and local referral procedures.

Governors

- Receive safeguarding and child-protection training at induction and regular updates enabling them to provide strategic challenge and assurance.
- Understand responsibilities under KCSIE, the Human Rights Act, Equality Act,

data-protection law and local multi-agency safeguarding arrangements.

Specialist training

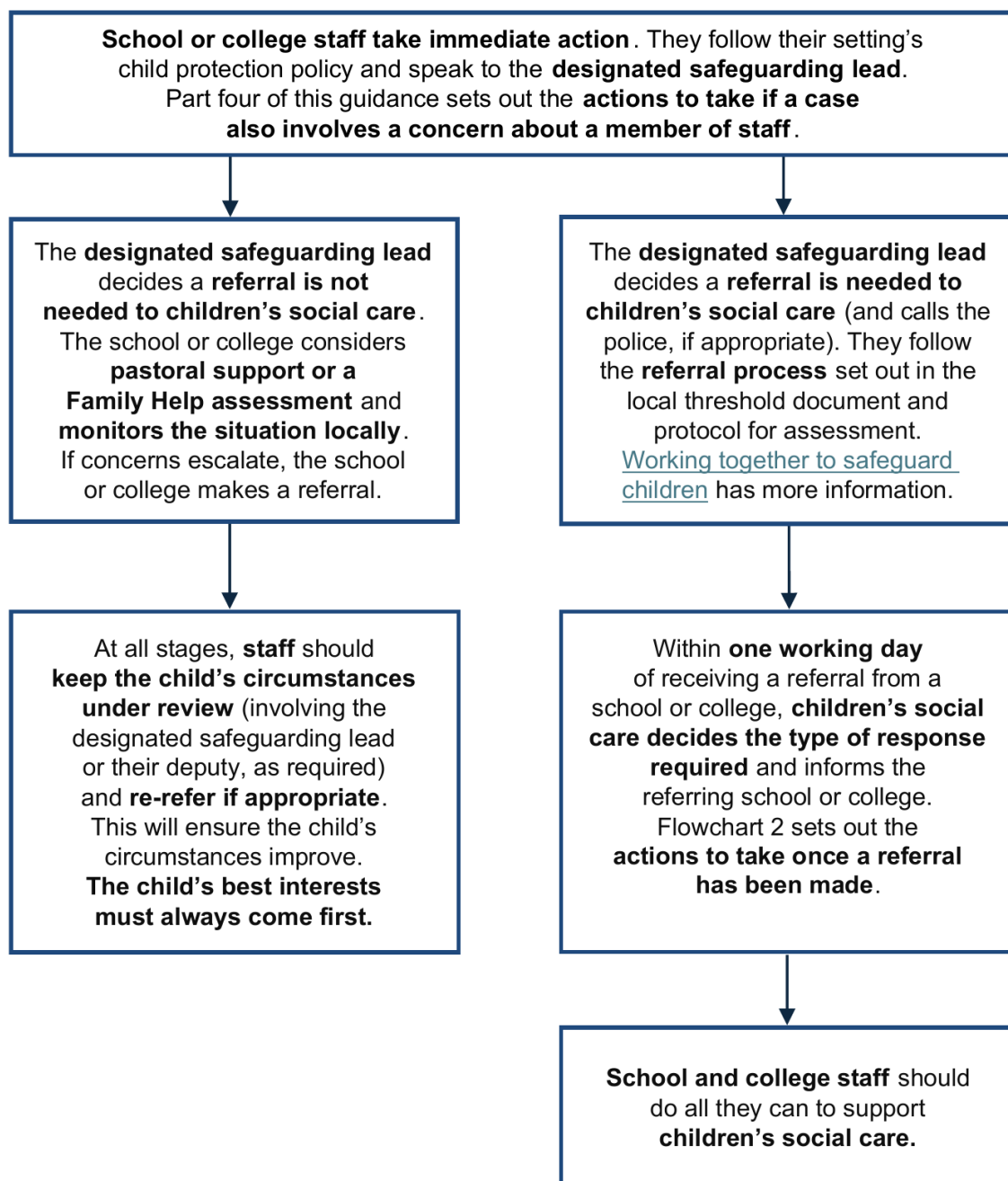
- Appointment-panel members receive safer-recruitment training covering Part Three of KCSIE 2026.
- Relevant staff receive specialist training in Prevent, online safety, filtering and monitoring, child-on-child abuse, sexual harassment and violence, FGM, exploitation and other risks relevant to their role.

Records and evaluation

The DSL will maintain records of training dates, content and attendance. Training effectiveness and staff understanding will be reviewed at least annually through safeguarding monitoring and audit. Failure to complete required training will be addressed through management procedures.

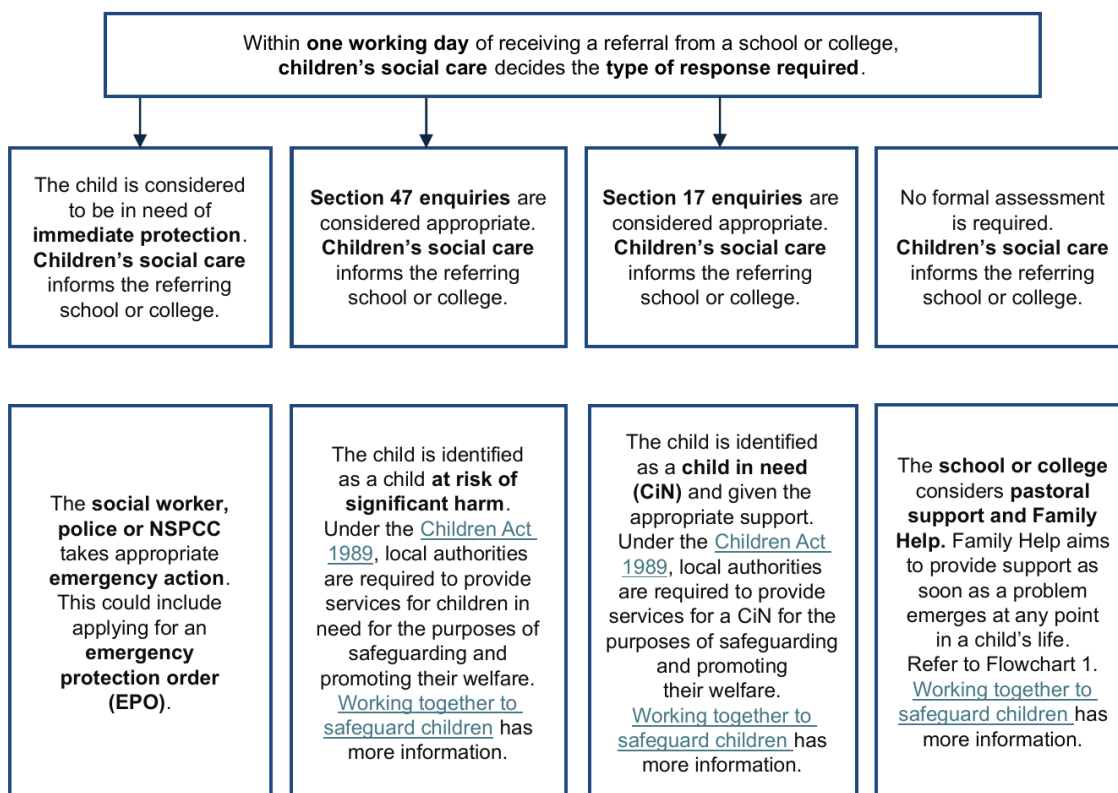
APPENDIX 4
CONCERN AND DISCLOSURE FLOWCHARTS
(Keeping Children Safe in Education 2026 - September 2026)

Flowchart 1: actions taken by a school or college when there are concerns about a child



Updated KCSIE 2026 - Flowchart 2

Flowchart 2: actions taken once a referral has been made to children's social care



APPENDIX 5 - ESSENTIAL CONTACTS

Name & Role	Contact Details
School designated lead	Marie Tuohy
Head teacher	Marie Tuohy
Nominated Safeguarding Governor	Liam Tierney
Deputy designated lead	Elizabeth Wolfenden
Barnet Safeguarding Children Partnership	https://thebarnetscp.org.uk
Children's Services MASH	020 8359 4066 MASH@barnet.gov.uk Out of hours: 020 8359 2000 Emergency: 999
Crime stoppers	0800 555 111
CEOP	www.ceop.gov.uk
Barnet LADO (via MASH)	Rob Wratten 020 8359 4066 LADO@barnet.gov.uk
Education Welfare Team / Children Missing Education	EWT: 020 8359 7684 ewt@barnet.gov.uk CME: 020 8359 2838 / 7892
NSPCC Helpline	0808 800 5000
NSPCC Whistleblowing Advice Line	0800 028 0285